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ABSTRACT

This guide was developed to assist home economics teachers in implementing the Missouri Vocational Instructional Management System in an intermediate clothing and textiles semester course. A minimum of two performance objectives were developed and validated for each competency by teachers with expertise in the area of clothing and textiles and one criterion-referenced test item was developed and validated for each performance objective. Each performance objective consists of a given, a task, and criteria for successful completion of the task. Test item formats include true/false, multiple choice, and matching; answers are provided. Performance objectives and test items are provided for the following: recognizing functions of dress; differentiating clothing for multiple roles; recognizing wardrobe needs for multiple roles; identifying consumer protection regulations; preparing a clothing budget; evaluating care methods of textile products; describing alteration techniques; comparing quality and features of construction equipment and aids; selecting patterns with specific construction techniques; recognizing careers in clothing and textiles; identifying types of small businesses; and developing leadership through Future Homemakers of America. A brief resource list also is included. (KC)

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Performance Objectives and Criterion-Referenced Test Items

Clothing and Textiles (Intermediate)

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CE 056 301

CLOTHING AND TEXTILES (INTERMEDIATE)

PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
April 1990

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SUPPORT AND DIRECTION

Home Economics Instructional Materials Steering Committee Membership 1988-89

State Staff, Department of Elementary and Secondary Education:

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Audrey Eberlin, Supervisor
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Debbie Pohl, Supervisor
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Representatives, Universities and Colleges:

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CONTENT DEVELOPMENT

Consultant:

Sharon Schattgen, Center for Educational Assessment, University of Missouri, Columbia

Writers: Clothing and Textiles (Intermediate)

Elizabeth Honse, Maries County R-I High School, Vienna
Beverly Brock, Instructional Materials Laboratory, Columbia

Writers: Leadership Development Through Future Homemakers of America

Carla Beckly, Halfway R-III Senior High School
Donna Cheek, Southwest Barry County R-V High School, Washburn
Doris Flagor, Adrain R-III Senior High School
Marilyn Franken, Moniteau County R-VI Senior High School, Tipton
Donna Franz, Oregon-Howell R-III High School, Koshkonong
Judy Guest, Southwest Livingston County R-I High School, Ludlow
Krista Hampton, South Iron County R-I High School, Annapolis
Connie Hoffman, Trenton R-IX Senior High School
Patricia Knowles, Macon Area Vocational School
Lori Long, Osage County R-I High School, Chamois
Donna McAdams, Salisbury R-IV Senior High School
Jeanette Moore, Bloomfield R-XIV Senior High School
Dorothy Pawling, Adams Junior High School, Trenton
Judy White, North Nodaway County R-VI Junior-Senior High, Hopkins
Cathy Woolfolk, Troy R-III Senior High School

Field Testing and Evaluation:

Lori Foster, Moberly High
Jayla Smith, Tri-County R-VII High, Jamesport

Review:

Sharon Schattgen, Center for Educational Assessment, University of Missouri, Columbia
Nancy Worts, Supervisor and State FHA/HERO Advisor, Department of Elementary and Secondary Education, Box 480, Jefferson City, Missouri 65102

Editorial Staff, Instructional Materials Laboratory:

Harley Schlichting, Director
Phyllis Miller, Assistant Director
Beverly Brock, Assistant Editor
Lori Holliday, Word Processor

Technical Assistance:

Instructional Materials Laboratory
8 London Hall
University of Missouri
Columbia, MO 65211

FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help instructors and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987, is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Intermediate Clothing and Textiles semester course which were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists.

To further assist home economics teachers in implementing VIMS into the Intermediate Clothing and Textiles semester course, a minimum of two performance objectives have been developed and validated for each competency by teachers with expertise in the area of clothing and textiles. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the teacher's ability to recognize the student's mastery of competencies for Intermediate Clothing and Textiles.

RESOURCES FOR INTERMEDIATE CLOTHING AND TEXTILES

A. Handbook for Youth-Centered Leadership. Reston, VA: Future Homemakers of America, 1982.

B. Kelly, Joan and Eddye Eubanks. Today's Teen. Peoria, IL: Glencoe Publishing Company, 1988.

C. Lyle, Dorothy S., Ph.D. and Jeanne Brinkley, M.A.T. Contemporary Clothing. Peoria, IL: Bennett Publishing, 1983.

D. Webb-Lepo, Anita and Rosalyn M. Lester. Clothing Decisions. Peoria, IL: Glencoe Publishing Company, 1987.

E. Weber, Jeanette. Clothing: Fashion, Fabrics, Construction. Peoria, IL: Glencoe Publishing Company, 1986.

F. Webster's New Collegiate Dictionary. Springfield, MA: G. and C. Merriam Company, 1975.

G. Wolfe, Mary G. Fashion. South Holland, IL: Goodheart-Willcox Company, Inc., 1989.

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: A Recognizing Functions of Dress

Task: 1 Evaluate clothing selection factors

Performance Objective:

Given: Given a statement,

Task: the student judges the importance of values on clothing selection

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. During infancy the most important value affecting clothing selection is comfort.

Competency:

Duty Area: A Recognizing Functions of Dress

Task: 1 Evaluate clothing selection factors

Performance Objective:

Given: Given a list of age groups,

Task: the student determines garment features for a particular age group

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which age group needs clothing with self-help features?

a. infants

b. * young children

c. pre-teens

d. teenagers

e. adults

(NOTE: * represents correct response)

Competency:

Duty Area: A Recognizing Functions of Dress

Task: 2 Identify cultural differences in dress

Performance Objective:

Given: Given examples of dress,

Task: the student identifies examples which show cultural differences

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which type of dress expresses a cultural difference?

a. nurses wearing white uniforms

b. infants wearing diapers

c. individuals wearing warm clothing in cold weather

d. * men wearing turbans

(NOTE: * represents correct response)

Competency:

Duty Area: A Recognizing Functions of Dress

Task: 2 Identify cultural differences in dress

Performance Objective:

Given: Given a list of dress and a list of cultures,

Task: the student matches dress and culture

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the culture with the costume worn by its people.

COSTUMES		CULTURES	
e	1. plaid kilts	a.	Hawaiian
b	2. gracefully draped garments	b.	ancient Greek
c	3. richly embellished garments worn with elaborate wigs	c.	18th Century French
a	4. grass skirts	d.	American Indian
h	5. simple clothes of dark colors, no zippers, worn with hats	e.	Scottish Men
		f.	Middle Eastern
d	6. elaborate ritual headdresses and masks	g.	Chinese
f	7. turbans	h.	American Amish

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: B Differentiating Clothing for Multiple Roles

Task: 1 Differentiate clothing for occupational and social occasions

Performance Objective:

Given: Given a statement,

Task: the student compares clothing for occupational and social occasions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. In general, clothing for the job needs to be more durable than clothing for social occasions.

Competency:

Duty Area: B Differentiating Clothing for Multiple Roles

Task: 1 Differentiate clothing for occupational and social occasions

Performance Objective:

Given: Given a situation,

Task: the student distinguishes appropriate clothing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

For which activity would a blue chiffon, strapless dress with matching jacket be appropriate?

a. part-time job at a local attorney's office

b. job as waitress at a restaurant

c. * cousin's wedding reception

d. job interview at a city department store

e. outdoor barbecue and dance

(NOTE: * represents correct response)

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: B Differentiating Clothing for Multiple Roles

Task: 2 Describe use of hygiene products and aids

Performance Objective:

Given: Given a list of hygiene products and a list of their uses,

Task: the student matches hygiene products and uses

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the hygiene product with its use.

	USES	HYGIENE PRODUCTS
i	1. helps manage dry, damaged hair	a. sunscreen
k	2. helps prevent plaque	b. sunblock
f	3. stops perspiration & odor	c. astringent
a	4. allows tanning, not burning	d. depilatory
b	5. prevents tanning & burning	e. deodorant
c	6. temporarily tightens pores	f. antiperspirant
d	7. removes unwanted hair	g. moisturizer
h	8. covers pimples	h. benzoyl peroxide
j	9. helps prevent hangnails	i. conditioner
g	10. soothes & softens skin	j. cuticle cream
		k. dental floss

Competency:

Duty Area: B Differentiating Clothing for Multiple Roles

Task: 2 Describe use of hygiene products and aids

Performance Objective:

Given: Given a statement,

Task: the student compares specific hygiene products

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A deodorant prevents perspiration odor while an antiperspirant checks excessive perspiration.

Competency:

Duty Area: B Differentiating Clothing for Multiple Roles

Task: 3 Develop a personal appearance plan

Performance Objective:

Given: Given a statement,

Task: the student identifies personal appearance guidelines

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. A plan for personal appearance must follow a standard time schedule recommended by a personal appearance textbook.

Competency:

Duty Area: B Differentiating Clothing for Multiple Roles

Task: 3 Develop a personal appearance plan

Performance Objective:

Given: Given a list,

Task: the student identifies the guidelines for developing a schedule

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which determines a schedule for washing hair?

a. * personal characteristics and needs

b. procedures of friends and peers

c past habits

d. schedule is unnecessary

(NOTE: * represents correct response)

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 1 Appraise wardrobe inventory

Performance Objective:

Given: Given a list,

Task: the student identifies the first step to follow in making a wardrobe inventory

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the first step in making a wardrobe inventory?

a. save and budget income

b. make a personal appearance plan

c. alter or repair clothing

d. make a list of needed items

e. * evaluate all clothing in closet

(NOTE: * represents correct response)

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 1 Appraise wardrobe inventory

Performance Objective:

Given: Given a list,

Task: the student evaluates clothing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which should be done first to evaluate clothing effectively?

a. color coordinate clothing

b. categorize according to seasons

c. * remove all clothing from closet

d. repair damaged clothing

(NOTE: * represents correct response)

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 2 Identify ways to extend wardrobe

Performance Objective:

Given: Given a list of methods,

Task: the student identifies ways to extend wardrobe

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which method is **not** a good way to extend a wardrobe?

a. mix and match

b. alter or update clothing

c. experiment with new combinations

d. * impulse buying

e. purchase multi-purpose garments

(NOTE: * represents correct response)

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 2 Identify ways to extend wardrobe

Performance Objective:

Given: Given a statement,

Task: the student identifies clothing to extend the wardrobe

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Solid colors are better wardrobe extenders than stripes, plaids, or figured designs.

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 3 Create ways to personalize wardrobe

Performance Objective:

Given: Given a statement,

Task: the student identifies ways to personalize a wardrobe.

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A counted cross-stitch embroidery design personalizes basic sweatshirts.

T 2. Mixing and matching personalizes a wardrobe.

T 3. Making clothes gives a wardrobe an original look.

F 4. Borrowing from friends is a good way to personalize a wardrobe.

F 5. A personalized wardrobe must have expensive "name brands."

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 3 Create ways to personalize wardrobe

Performance Objective:

Given: Given a statement,

Task: the student recognizes the benefits of sewing to personalize a wardrobe

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Selecting a pattern and making adaptations will personalize a garment.

T 2. Choosing fabric and selecting a pattern usually guarantees a one-of-a-kind garment.

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 4 Identify ways to adapt wardrobe for special needs

Performance Objective:

Given: Given a statement,

Task: the student identifies ways to adapt a wardrobe for special needs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Set-in sleeves are a better feature than raglan sleeves for people with a handicap or disability.

T 2. Pants can be more comfortable, for people in wheelchairs, if more length is added at the back waistline.

T 3. Knit fabrics are more comfortable than non-stretch weaves for people with a handicap.

Competency:

Duty Area: C Recognizing Wardrobe Needs for Multiple Roles

Task: 4 Identify ways to adapt wardrobe for special needs

Performance Objective:

Given: Given a list,

Task: the student identifies ways to adapt a wardrobe for special needs

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a way to adapt an article of clothing for a person with a disability?

a. taper the legs of slacks for person wearing leg braces

b. lengthen sleeves for persons who use crutches

c. * shorten jacket length for persons using wheel chairs

d. add a gusset at the shoulder seam for persons using crutches

e. eliminate pockets from front of garment

(NOTE: * represents correct response)

Competency:

Duty Area: D Identifying Consumer Protection Regulations

Task: 1 Evaluate label information

Performance Objective:

Given: Given a list,

Task: the student evaluates the items for their significance

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is **not** a labeling requirement?

a. fiber content

b. care instructions

c. * designer logo or signature

d. size of garment

e. location of manufacturer

(NOTE: * represents correct response)

Competency:

Duty Area: D Identifying Consumer Protection Regulations

Task: 1 Evaluate label information

Performance Objective:

Given: Given examples,

Task: the student evaluates label information

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is responsible for labeling regulations?

a. * federal government

b. state government

c. international agreement

d. manufacturing company

(NOTE: * represents correct response)

Competency:

Duty Area: D Identifying Consumer Protection Regulations

Task: 2 Evaluate textile fibers, fabrics, and finishes

Performance Objective:

Given: Given a list,

Task: the student matches a fiber with the description of the fiber's characteristics

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the fiber with its particular characteristic.

	CHARACTERISTICS		FIBERS
d 1.	warm, moth damage	a.	acetate
b 2.	weakened by sunlight and perspiration, natural luster	b.	silk
h 3.	excellent elasticity and recovery, stronger than rubber	c.	nylon
f 4.	strong, wrinkles, mildews, washable	d.	wool
g 5.	wrinkle resistant, pills, resists stretching	e.	acrylic
a 6.	silk appearance, damaged by acetone	f.	cotton
i 7.	holds permanent pleats, less heat sensitive than acetate	g.	polyester
e 8.	soft, warm, moth resistant, appearance of wool	h.	spandex
c 9.	strong, heat sensitive, builds static electricity, grays with age	i.	triacetate
		j.	fiberglass

Competency:

Duty Area: D Identifying Consumer Protection Regulations

Task: 2 Evaluate textile fibers, fabrics, and finishes

Performance Objective:

Given: Given a statement,

Task: the student compares fabrics

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Twill weave is more durable than plain weave.

Competency:

Duty Area: E Preparing a Clothing Budget

Task: 1 Identify shopping practices

Performance Objective:

Given: Given a statement,

Task: the student identifies shopping practices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Try on and purchase shoes early in the day.

T 2. Determine which items are needed before leaving home.

T 3. Buy articles of clothing that coordinate.

T 4. Buy clothing according to size, not the desired size.

Competency:

Duty Area: E Preparing a Clothing Budget

Task: 1 Identify shopping practices

Performance Objective:

Given: Given a situation,

Task: the student identifies shopping practices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Peggy and her friends love to go to the mall on Saturdays. Unfortunately, Peggy usually buys things she really doesn't need, can't afford, and doesn't even want when she gets home. Which method identifies Peggy's shopping practices.

a. comparison shopping

b. * impulse buying

c. bargain shopping

d. window shopping

e. mix and match buying

(NOTE: * represents correct response)

Competency:

Duty Area: E Preparing a Clothing Budget

Task: 2 Compare features, price and quality

Performance Objective:

Given: Given a statement,

Task: the student evaluates garment quality

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. Quality in jeans is more important than quality in a beach cover-up.

T__ 2. Loose buttons, dangling threads and unfinished seams are signs of poor quality.

Competency:

Duty Area: E Preparing a Clothing Budget

Task: 2 Compare features, price and quality

Performance Objective:

Given: Given examples,

Task: the student compares garments, prices, and uses to determine good buys

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the best buy considering use, price, and need?

a. * $30 jeans, worn twice a week for one year

b. $60 party dress, worn one time only

c. $30 dress shoes, worn once a week for one year

d. $30 swimsuit, worn once a week for 10 weeks (summer)

e. $30 novelty sweater, worn once a week for 14 weeks (winter)

(NOTE: * represents correct response)

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 1 Identify consumer responsibilities

Performance Objective:

Given: Given a statement,

Task: the student identifies consumer responsibilities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Read the warranty before making a purchase.

T 2. Use the product according to manufacturer's instructions.

T 3. Return damaged merchandise to the proper authority.

T 4. Do comparison shopping for quality, value, and price.

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 1 Identify consumer responsibilities

Performance Objective:

Given: Given a situation,

Task: the student recognizes consumer responsibilities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

After purchasing a swimsuit at a summer clearance sale, Mary Jane decided to return it. She was told that the store did not accept returns on sale items; Mary Jane was furious. The sales clerk explained that it is the consumer's responsibility to find out about store policies before purchasing an item.

Write "T" before the statement that is true and "F" before the statement that is false.

F__ 1. The customer is always right.

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 1 Identify consumer responsibilities

Performance Objective:

Given: Given a list,

Task: the student identifies consumer responsibility

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a consumer responsibility?

a. avoid asking a busy salesclerk for assistance

b. hang up garments and return to rack, after trying them on

c. help other customers when salesclerk is busy

d. remove hangers, tags, and labels from clothes before purchasing

e. * stop any persons trying to shoplift

(NOTE: * represents correct response)

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 2 Analyze stain removal methods and products

Performance Objective:

Given: Given a list,

Task: the student determines the best method of removing stains

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the stain to the method used to remove it.

	METHODS	STAINS
e	1. soak in cool water	a. gum
a	2. rub with ice cube	b. perspiration
d	3. rub with detergent concentrate	c. ballpoint pen ink
		d. grass
c	4. use hair spray	
		e. blood
b	5. use pre-soak product and warm water	f. nail polish

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 2 Analyze stain removal methods and products

Performance Objective:

Given: Given a list,

Task: the student determines the best stain removal method

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which procedure is used to remove blood from a sweat shirt?

a. * soak in cool water as soon as possible

b. treat with spot remover

c. rub stain with concentrated detergent solution

d. soak in hot water as soon as possible

e. let it dry, soak in an enzyme pre-soak solution

(NOTE: * represents correct response)

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 3 Describe laundry and dry cleaning methods

Performance Objective:

Given: Given a list,

Task: the student identifies laundry procedures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the recommended method for laundering nylon hose?

a. machine wash, hot water

b. machine wash, cool water

c. * hand wash, lukewarm water

d. dry clean

(NOTE: * represents correct response)

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 3 Describe laundry and dry cleaning methods

Performance Objective:

Given: Given a list,

Task: the student determines the method used

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which usually determines the method used to clean a garment?

a. size of garment

b. * fiber content

c. time needed

d. weight of fabric

(NOTE: * represents correct response)

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 4 Describe pressing procedures

Performance Objective:

Given: Given a list,

Task: the student sequences ironing procedures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the procedures for ironing a shirt using the numbers 1-11.

11 second side of shirt

10 shirt back

1 wrong side of collar

3 outside of yoke

5 right side of cuffs

2 right side of collar

4 wrong side of cuffs

9 one side of front

8 second sleeve

6 placket side of sleeve

7 side of sleeve opposite placket

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: F Evaluating Care Methods of Textile Products

Task: 4 Describe pressing procedures

Performance Objective:

Given: Given a statement,

Task: the student distinguishes between pressing and ironing procedures

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A back and forward sliding motion is used for ironing.

T 2. Lower the iron onto fabric, raise the iron and move it to the next area when pressing.

Competency:

Duty Area: G Describing Alteration Techniques

Task: 1 Evaluate apparel fit

Performance Objective:

Given: Given an example,

Task: the student evaluates garment fit

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F__ 1. Horizontal wrinkling across the front of women's pants indicates the pants fit too loosely.

Competency:

Duty Area: G Describing Alteration Techniques

Task: 1 Evaluate apparel fit

Performance Objective:

Given: Given a situation,

Task: the student evaluates garment fit

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which characteristic fails to meet the fitting guideline standards, when purchasing a man's suit?

a. pant legs hang straight from the hips, no break in the crease

b. pant legs brush the top of the shoe

c. * jacket sleeves just cover shirt sleeve cuffs

d. bottom edge of jacket covers seat of pants

e. bottom edge of jacket is even with knuckles when hands hang naturally at side

(NOTE: * represents correct response)

Competency:

Duty Area: G Describing Alteration Techniques

Task: 2 Demonstrate repair methods

Performance Objective:

Given: Given torn fabric, mending fabric, and equipment,

Task: the student demonstrates the machine darning method

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" to indicate the student's ability to machine darn a torn garment.

Yes	No		
___	____	1.	Cut a piece of matching fabric slightly larger than the tear.
___	____	2.	Place the fabric on the backside of the tear and pin in place.
___	____	3.	Using matching thread and a zigzag stitch sew over torn area until tear is secure and durable.
___	____	4.	Trim threads.

Competency:

Duty Area: G Describing Alteration Techniques

Task: 2 Demonstrate repair methods

Performance Objective:

Given: Given fabric, thread, needle, button, toothpick, chalk, and scissors,

Task: the student demonstrates replacing a missing button

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Place an "X" to indicate the student's ability to sew on a button.

Yes	No		
___	____	1.	Mark the place to sew the button with chalk.
___	____	2.	Use matching thread, doubled and knotted at the end.
___	____	3.	Bring the needle up from the wrong side of the material to the right side.
___	____	4.	Secure knotted thread by taking a small stitch.
___	____	5.	Insert the needle through the button.
___	____	6.	Place a toothpick across the top of the button to create a thread shank.
___	____	7.	Make several stitches through the fabric and button.
___	____	8.	Remove the toothpick.
___	____	9.	Make a thread shank by winding the loose end of thread around the thread that secures the button to the fabric, between the button and fabric.
___	____	10.	Knot the thread on the under side of fabric.

Competency:

Duty Area: G Describing Alteration Techniques

Task: 3 Describe ways to recycle apparel and home textile products

Performance Objective:

Given: Given a method,

Task: the student identifies ways to recycle clothing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Buying a dress at a garage sale is a recycling method.

T 2. Clothing is recycled by the "hand-me-down" method.

T 3. The family heirloom wedding dress can be recycled from one generation to another.

F 4. Buying a new pair of jeans to replace the worn ones is considered recycling.

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: G Describing Alteration Techniques

Task: 3 Describe ways to recycle apparel and home textile products

Performance Objective:

Given: Given an example,

Task: the student selects recycling methods

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A patchwork quilt made from old clothing is an example of recycling.

Competency:

Duty Area: G Describing Alteration Techniques

Task: 4 Identify outside services

Performance Objective:

Given: Given a statement,

Task: the student locates an outside clothing service

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Dry cleaners usually offer or recommend alteration services.

Competency:

Duty Area: G Describing Alteration Techniques

Task: 4 Identify outside services

Performance Objective:

Given: Given a list,

Task: the student identifies an outside clothing service

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which business or service would construct a man's suit jacket?

a. department store

b. dry cleaner's establishment

c. dressmaker's shop

d. * tailor's shop

e. alteration shop

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 1 Demonstrate safe use and care of sewing machine and equipment

Performance Objective:

Given: Given a statement,

Task: the student identifies safe use and care procedures of ironing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Most steam irons should be filled with tap water before using.

F 2. Touch iron with finger to see if it is hot enough.

T 3. Unplug iron when it is not in use.

T 4. Allow time for iron to cool before putting it away.

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 1 Demonstrate safe use and care of sewing machine and equipment

Performance Objective:

Given: Given a statement,

Task: the student identifies safe use and care procedures of sewing equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a valid procedure for use of sewing equipment?

a. using pins in open box

b. removing basting thread with scissors

c. * passing scissors handle first

d. holding extra pins in mouth

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 2 Select pattern to correspond to resources and competencies

Performance Objective:

Given: Given a situation,

Task: the student selects a pattern

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Karen has very little sewing experience. She would like a summer project that would improve her skills. Which pattern would require the least skills?

a. gathered skirt with bottom ruffle, set-on waistband, zipper, 5 pattern pieces

b. * gathered skirt with elastic casing at waistline, machine-stitched hem, optional patch pocket, 3 pattern pieces

c. long-sleeved shirt with cuffs, front pockets, collar

d. pants with fly zipper, topstitched pockets, set-on waistband, 3 pattern pieces

e. straight skirt with back kick pleat, zipper, set-on waistband, 3 pattern pieces

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 2 Select pattern to correspond to resources and competencies

Performance Objective:

Given: Given a pattern envelope,

Task: the student selects a pattern to correspond to resources and competency

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A simple-to-make pattern would have no sleeves, no collar and an elastic waist.

T 2. When choosing a pattern, time, skills, fabric and design are important considerations.

F 3. If you buy the correct pattern size, no fitting adjustments will be necessary.

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 3 Select fabrics and notions for pattern and special needs

Performance Objective:

Given: Given a choice of fabrics,

Task: the student selects fabric for a specific garment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which fabric is a good choice to make a casual sundress with spaghetti straps?

a. wide-wale corduroy

b. * lightweight chambray

c. wool plaid flannel

d. linen

e. denim

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 3 Select fabrics and notions for pattern and special needs

Performance Objective:

Given: Given information in class,

Task: the student selects notions needed for a pattern

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Where is information found to identify notions needed to make a garment?

a. * on the pattern envelope

b. from the store clerk

c. on the pattern guide

d. by looking at the picture on the envelope

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 4 Demonstrate pattern alterations for special needs

Performance Objective:

Given: Given a situation,

Task: the student demonstrates how to alter the pattern

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

If slacks are too long through the crotch, where should the pattern be altered to shorten the pants?

a. waist line

b. * hip line

c. knee

d. hem

(NOTE: * represents correct response)

Competency:

Duty Area: H Comparing Quality and Features of Construction Equipment and Aids

Task: 4 Demonstrate pattern alterations for special needs

Performance Objective:

Given: Given children's clothing,

Task: the student identifies ways to alter patterns for rapid growth

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The only way to extend the life of children's clothes is to pass them on to another child.

T 2. Tucks, pleats, and yokes extend wear of garments for fast growing children.

T 3. Wide seam allowances can be let out as the child grows.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 1 Apply facings and interfacings

Performance Objective:

Given: Given a description,

Task: the student selects the technique for applying facings and interfacings

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the row of stitches holding the seam allowance?

a. staystitching

b. edgestitching

c. * understitching

d. topstitching

e. machine basting

(NOTE: * represents correct response)

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 1 Apply facings and interfacings

Performance Objective:

Given: Given a statement,

Task: the student determines the purpose of interfacing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Weight of the interfacing is not an important factor when buying material.

T 2. Two layers of interfacing are sometimes needed.

F 3. Interfacing is never stretchy.

T 4. Interfacing maintains firmness and shape of the garment.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 2 Select and demonstrate zipper application

Performance Objective:

Given: Given a statement,

Task: the student recognizes techniques for zipper application

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. When applying a centered zipper, the sides of the zipper should be sewn in opposite directions.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 2 Select and demonstrate zipper application

Performance Objective:

Given: Given a statement,

Task: the student recognizes items related to zipper application

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A special attachment is used for zipper application.

T 2. Metal zippers are sturdy and flexible.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 3 Construct waistbands

Performance Objective:

Given: Given a statement,

Task: the student recognizes construction techniques for a waistband

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F__ 1. Always sew the ends of the waistband before sewing it to the skirt.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 3 Construct waistbands

Performance Objective:

Given: Given a statement,

Task: the student recognizes construction techniques for a waistband

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Elastic gives a waistband ease and comfort.

T 2. Waistbands usually need interfacing to keep them from stretching and losing shape.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 4 Construct and apply collars

Performance Objective:

Given: Given a statement,

Task: the student recognizes construction techniques for a collar with neck facing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Do not fuse interfacing to upper collar.

T 2. Trim and grade seam allowances before turning the collar.

F 3. Do not press until collar is completed.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 4 Construct and apply collars

Performance Objective:

Given: Given a statement,

Task: the student recognizes construction techniques for a collar with neck facing

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Baste collar to neck edge with just under 5/8" seam allowance.

T 2. Pin right side of facing against right side of collar, matching all markings.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 5 Construct and insert sleeves

Performance Objective:

Given: Given a statement,

Task: the student recognizes construction techniques for inserting sleeves

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. To reinforce a set-in sleeve, use at least three rows of stitching around the armhole.

Competency:

Duty Area: I Selecting Patterns with Specific Construction Techniques

Task: 5 Construct and insert sleeves

Performance Objective:

Given: Given a statement,

Task: the student recognizes problems associated with inserting sleeves

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The cap of the sleeve is usually bigger than the armhole.

T 2. Fullness must be eased into the armhole without causing the sleeve to pucker.

F 3. It is acceptable to gather the cap of the sleeve if fullness can't be eased.

Competency:

Duty Area: J Recognizing Careers in Clothing and Textiles

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a statement,

Task: the student identifies training required in clothing and textiles careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. A college degree, rather than occupational training in a vocational school, is necessary for careers in clothing and textiles.

Competency:

Duty Area: J Recognizing Careers in Clothing and Textiles

Task: 1 Describe personal qualities and training required

Performance Objective:

Given: Given a statement,

Task: the student identifies training that benefits a clothing and textiles career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which high school course will not directly benefit a career in the clothing and textiles industry.

a. English

b. art

c. home economics

d. * social studies

e. mathematics

(Note: * represents correct response)

Competency:

Duty Area: J Recognizing Careers in Clothing and Textiles

Task: 2 Identify careers

Performance Objective:

Given: Given a statement,

Task: the student identifies a clothing and textiles career description

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. A buyer is responsible for selecting and purchasing the clothes that are sold in a store.

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: J Recognizing Careers in Clothing and Textiles

Task: 2 Identify careers

Performance Objective:

Given: Given a list of careers,

Task: the student identifies a career related to clothing and textiles

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a clothing and textiles-related career?

a. dietician

b. * merchandising manager

c. pediatrician

d. therapist

e. caterer

(NOTE: * represents correct response)

Competency:

Duty Area: J Recognizing Careers in Clothing and Textiles

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given a statement,

Task: the student recognizes working conditions in a clothing and textiles career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Clothing and textiles sales persons usually work from nine until five.

Competency:

Duty Area: J Recognizing Careers in Clothing and Textiles

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given a statement,

Task: the student recognizes working conditions in a clothing and textiles career

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Working conditions in clothing and textiles careers are always pleasant and uncrowded.

Competency:

Duty Area: K Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given a statement,

Task: the student identifies home-based home economics businesses related to clothing and textiles

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Alterations can be a lucrative home-based business.

F 2. To be considered a business, people other than family must be employed.

Competency:

Duty Area: K Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given a statement,

Task: the student recognizes responsibilities involved in home-based home economics businesses related to clothing and textiles

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. Home-based businesses don't pay income tax.

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: K Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a statement,

Task: the student recognizes personal skills of an entrepreneur

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. An entrepreneur is totally responsible for the success or failure of the business.

Competency:

Duty Area: K Identifying Types of Small Businesses

Task: 2 Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a statement,

Task: the student recognizes personal characteristics of an entrepreneur

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. A successful entrepreneur must be willing to take risks.

Competency:

Duty Area: K Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a statement,

Task: the student compares advantages and disadvantages of owning a business and working for an employer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. An entrepreneur will usually have more regular working hours than a person working for an employer.

Competency:

Duty Area: K Identifying Types of Small Businesses

Task: 3 Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a statement,

Task: the student compares advantages and disadvantages of owning a business and working for an employer

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. There are no disadvantages to being your own boss.

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is our state leader?

1. , attorney general
2. * governor
3. chairperson
4. president

(NOTE: * represents correct response)

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the name of the current official beside the position he/she fills.

1. Governor_____
2. State FHA/HERO President_____
3. State Representative_____
4. Mayor_____
5. Chapter FHA/HERO President_____
6. Missouri State FHA/HERO Advisor_____
7. National FHA/HERO President_____
8. Principal_____
9. Superintendent_____
10. Regional FHA/HERO President_____
11. Homemaker_____

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. Leadership involves both leading and following.

T 2. Leadership reaches out and shares personal skills and resources.

F 3. Leadership is an autocratic process.

F 4. Leadership traits are inherited.

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which description defines leadership?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

(NOTE: * represents correct response)

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. regimented, motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T 1. The chapter president demonstrates good leadership by making members feel welcome.

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F 1. The president should ask for the treasurer's report before the minutes are read, when using correct parliamentary procedure in following an agenda.

INTERMEDIATE CLOTHING AND TEXTILES

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 2 Identify leadership qualities and skills

Performance Objective:

Given: Given a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During FHA/HERO week, the Intermediate Clothing and Textiles Class sponsored a school assembly on wardrobe planning. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally's publicity posters were scheduled to be up by Tuesday, but were found in her locker on Wednesday.

b. John's duty was to set up chairs in the assembly hall Wednesday after school; he chose to attend basketball practice instead.

c. * Katherine contacted the speaker and arrived early to greet him/her.

d. Jason set up the public address system, without allowing time to test it.

(NOTE: * represents correct response)

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps followed to achieve Power of One recognition using letters a,b,c,d,e.

a 1. select a module

d 2. confer with measurement team

c 3. form and carry out plan of action

b 4. complete check list and determine goal

e 5. submit evidence to state office

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a,b,c,d,e.

c 1. compete/win at District STAR Events

b 2. compete at regional level (optional)

a 3. planning process at chapter level

d 4. compete/win at State STAR Events

e 5. compete at National STAR Events

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The National FHA/HERO Week Committee cannot agree on which activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

1. "I know everyone wants to have a dance."
2. * "Let's list all the possibilities."
3. "No one wants to do that."
4. "Red and white day is always Friday."

(NOTE: * represents correct response)

Competency:

Duty Area: L Developing Leadership Through Future Homemakers of America

Task: 3 Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student uses leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

1. * Any member calls for a point of order.
2. * The chairperson or parliamentarian rules Bob out of order.
3. Only agreeing opinions can be discussed.
4. The advisor rules Bob out of order.
5. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)